

Between Module Course Reading

MODULE 1

Reading 1: Profiles of the Gifted and Talented

Key concepts:

- When differentiated tend to be intellectual abilities, talents and interests rather than behaviour, feelings and needs.
- Roeper (1982): the perfectionist, the child/adult, the winner of the competition, the self critic and the well-integrated child. Focused on coping styles, ways gifted children experience and express feelings.
- Few studies focus on holistic perspective of the child (most address one aspect of development, achievement or interest.)
- Development of whole child essential – emotional, social, cognitive and physical factor.

Student Identification Matrix:

Type 1 – The Successful

Identification:

- Perhaps 90% of gifted students.
- Learn well, able to score high on achievement and intelligence tests.
- Rarely display behavioral problems – eager for approval from teachers, parents and other adults.
- Often become bored with school – work system, put in as little effort as possible.

Behaviour at School:

- Dependent on parents and teachers – fail to learn skills and attitude for autonomy, still achieve.
- Liked by peers, included in social groups.

Later Life:

- Dependent on system – can become competent but unimaginative adults. Can lose their creativity and autonomy.
- Well adjusted to society, not well prepared for ever-changing challenges of life (life-long learning.)

Type 2 – The Challenging

Identification:

- Divergently gifted.
- High degree of creativity: may appear obstinate, tactless or sarcastic.

- Often question authority, challenge teacher in front of class.
- Do not conform to the systems.
- Receive little recognition and few rewards.
- Interactions at home and school often involve conflict.

Behaviour at School:

- Feel frustrated because system not affirmed their talents.
- Struggle with self esteem, may not feel included in social group.
- Some challenge peers so not welcomed in groups activities; some have sense of humour and creativity that's appealing to peers.
- Spontaneity may be disruptive – often possess negative self-concepts.

Later Life

- At risk as eventual dropout for drug addiction and delinquent behavior.

Type 3 – The Underground

Identification:

- Generally middle school females (although males may also hide their giftedness.)

Behaviour at School:

- Gifted girls whose belonging needs rise dramatically in middle school.
- Deny their talents to feel more included.
- Highly motivated students may undergo sudden transformation.
- Frequently feel insecure and anxious – adults react to them in ways that increase their resistance and denial (push them to hard, no matter how they feel)
- Benefit from being accepted as they are at that time.

Later Life

- Challenging resistant adolescents may stop them meeting their long-term goals.

Type 4 – The Dropouts

Identification:

- Angry with adults and themselves because system not met their needs. Feel rejected.
- May be depressed and withdrawn or defensive.

Behaviour at School:

- School seems irrelevant or hostile.

- Mostly Senior School.
- Identification late – bitter and resentful as feel rejected and neglected.
- Low self esteem – need close working relationship with someone they can trust.

Later Life

- Family and individual counseling recommended.

Type 5 – The Double labelled

Identification:

- Physically or emotionally handicapped or learning disabilities.
- Often not identified.

Behaviour at School:

- Often do not exhibit behaviours schools look for in gifted e.g. sloppy handwriting or disruptive behaviours.
- Confused about ability to perform, show symptoms of stress, feel discouraged, frustrated, rejected, helpless or isolated.
- Want to avoid failure – may use humour or claim tasks are ‘boring’ or ‘stupid.’
- Often impatient, critical and react stubbornly to criticism.
- Often ignored because perceived as average or referred to LS.

Type 6 – The Autonomous Learner

Identification:

- Few children demonstrate this style at early age.
- Like Type 1s, learned to work effectively in school system. Unlike Type 1s who strive to do as little as possible, Type 6s use system to create new opportunities for themselves.
- Do not work for system, make system work for them.
- Strong, positive self concepts because needs met – successful.

Behaviour at School:

- Well respected by adults and peers.
- Frequently take leadership roles in school community.
- Independent and self directed.
- Secure and able to take risks.
- Strong sense of personal power.
- Can create change, express feelings, goals and needs.

Use at DCB:

- Tool for understanding differentiated social and emotional needs of G&T children.
- Used as a teaching tool to expand students' awareness and understanding of meaning of giftedness and impact it has on their learning and relationships.
- Theoretical base to help educational programming meet diverse needs of G&T children.

Questions:

- *Do children ever bridge 2 profiles?*
- *Can they move from Type I to Type VI with the right interventions?*

Reading 2: A differentiated model of giftedness (DMGT)

Key concepts:

Gagne's Differentiated Model of Giftedness and Talent

- **GIFTEDNESS:** Possession and use of untrained and spontaneously expressed superior natural abilities (gifts), in at least one ability domain, to a degree that places them in the upper 10% of age peers.
- **TALENT:** Superior mastery of systematically developed abilities (or skills) and knowledge in at least one field of human activity to a degree that places an individual within the top 10% of age peers.

Gifts: Intellectual, creative, socioaffective, sensorimotor

Talents: well-trained and systematically developed skills e.g. academics, arts, business, leisure, social action, sports, technology.

Developmental Process: One cannot be talented without being gifted. One can be gifted and not talented.

Intrapersonal Catalysts: Physical, Motivation, Volition, Self-Management, Personality.

Environmental Catalysts: Milieu, Persons, Provisions, Events

Chance: Of being born in a particular family or attending a certain school.

Prevalence: 90th Percentile – top 10% in terms of natural ability (giftedness) or achievement (talent)

Levels: **Moderately** (top 1%); **highly** (top 1:1000); **exceptionally** (top 1:10,000) and **extremely** (top 1:100,000)

Use at DCB:

- DMGT is a useful model for understanding the catalysts that effect turning giftedness into well developed talents.

Questions:

- *What about children that just get coached for hours in a subject e.g. Maths. They become talented Mathematicians but were they ever gifted? Can hours of hard work make you talented?*

Reading 3: Cultural gifts in the 90s and beyond

Key concepts:

- Students who are not from the dominant culture are generally under-represented in the range of programs and provisions for G&T students (over rated in special education.)
REASONS: conceptions, testing methods, curriculum, learning styles, home language, stereotypes, historical influences.
- Stanford-Binet IQ test – 140+
Effect on the way education systems have developed strategies and programs for academically gifted and talented students. Fast and efficient but minority groups under-represented.
- Need to examine community conceptions of giftedness and talent in order to better identify students from non dominant culture – personal and social attributes (morals, obedience, citizenship, motivation) rather than just academic excellence.
- Alternative models should be considered
Fraiser (1987): 10 indicators: motivation, interests, communication, problem solving ability, memory, inquiry, insight, reasoning, imagination/creativity, humour.
Gibson (1992): Added leadership, social ability and confidence/sensitivity to Fraiser model.
- Community consultation – key to successful cultural identification.

Use at DCB:

- Fraiser and Gibson models have advantages – wide range of indicators to identify children. Good for EAL children.
- Single criterion tests should be avoided. A variety of identification techniques should be developed. Need to create a model unique to Dulwich as we have a unique and diverse range of students. Community consultation/negotiation important in this process.
- Student identification checklist + information as to how to identify students from different cultural backgrounds.

- Combined knowledge of students, peers, parents, class and specialist teachers and wider community should be used in both identifying and providing for the student, particularly the culturally gifted.

Questions:

- *How do we measure personal and social attributes?*
- *Do we have identification checklists in place?*
- *Have the community been consulted?*
- *How can we get the community involved to run programs?*

Reading 4: Asynchrony – A new definition of giftedness

Key concepts:

- **Asynchrony** – being out of sync within oneself (uneven development), out of sync with ages mates and the expectations of the classroom, having heightened emotions and awareness, and being vulnerable, due to all these developmental and psychological differences from the norm.
- **Asynchrony** intensifies as IQ increases. As IQ increases, so do difficulties with peer relations.
- Most asynchronous children are twice exceptional – many have extraordinary visual-spatial strengths, combined with auditory-sequential weaknesses in reading, writing, spelling and calculation, which prevent them from being seen as gifted within achievement-based school contexts.

Use at DCB:

- Useful in gaining support for G&T. Bypass views about programs giving more advantages to already advantaged group.

Questions:

- *Can children be gifted at a certain age but then their peers catch them up?*
- *Once an asynchronous child leaves school, do they usually catch up with their peers?*